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ABSTRACT

During FY 1977 the Florida Migratory Child Compensatory Program (FMCCP) served 45,511 migrant children in approximately 27 school districts. The program consisted of four major educational components (early childhood, language arts, Learn and Earn, and supportive services) planned specifically for migrant children based on the results of a needs assessment study. Migrant children who had preschool experience (at least 100 days of attendance) were found to be "ready" to enter first grade; 63% having experience as a three and four-year old were "ready"; 56% having experience as a four-year old were "ready"; 32% having experience as a three-year old were "ready". Other results indicated that the more years of preschool experience, the better a child performed in grades one, two, and three. In the language arts program children showed a gain of 1.6 months per twenty hours of special instruction. The Learn and Earn component provided on-the-job work experience while greatly improving school attendance. Focusing on the major components, this report covers national program goals, program administration, organizational structure, interstate and intrastate cooperation, career education, staff development and parental involvement. (EJ)

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Evaluation FY-77

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

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Ralph D. Turlington, Commissioner
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DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
RALPH D. TURLINGTON, COMMISSIONER

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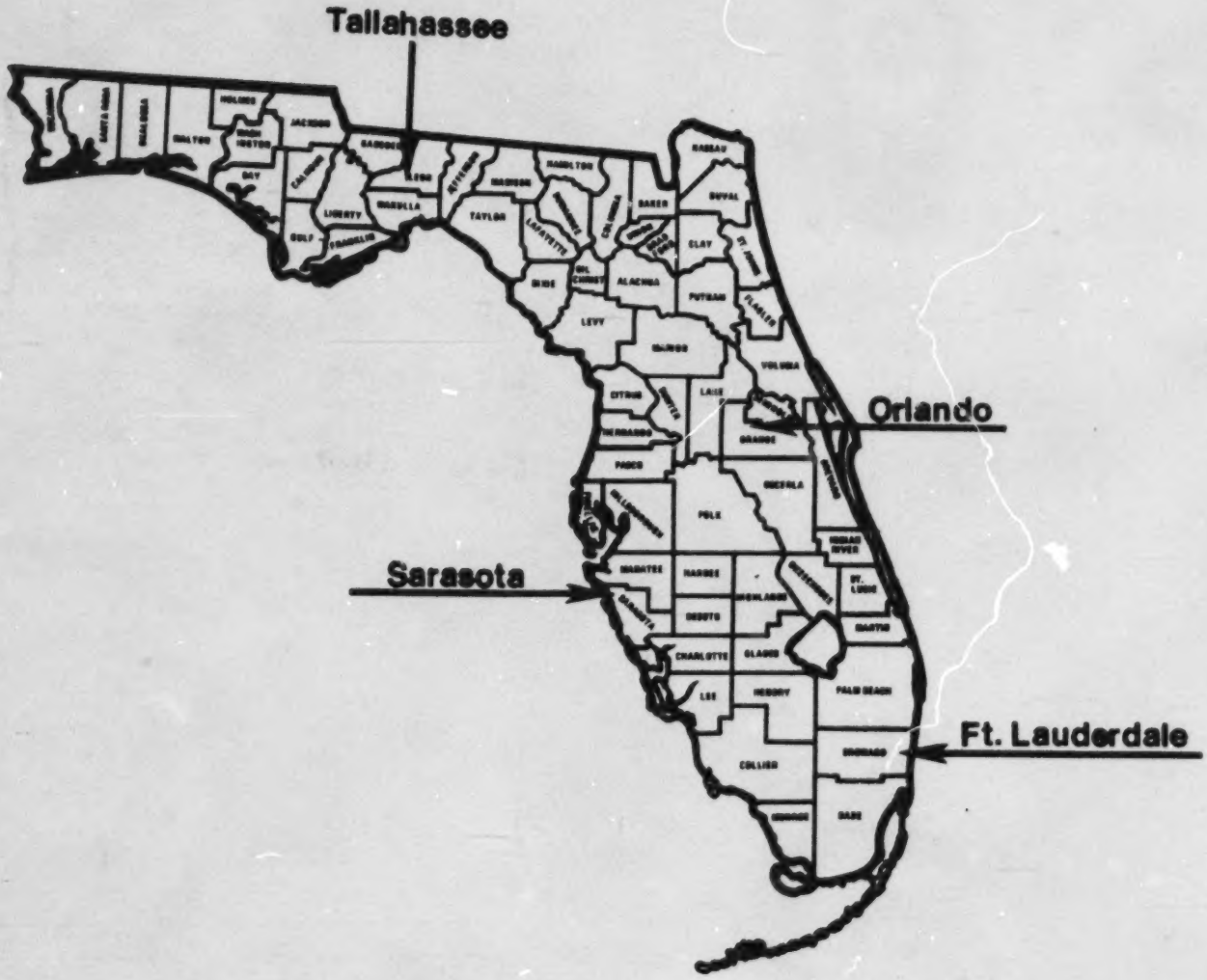
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FORWARD

This report was prepared to inform the educational community, as well as the general public, of the status of migrant education in the State of Florida. In past years, the Florida Migratory Child Compensatory Program (FMCCP) has received requests for copies of the program evaluation from a variety of interested parties, which include: colleges and universities, teachers, legislators, community action agencies, foreign governments, religious organizations, researchers, students, and many others. The preparation of a document which would completely satisfy such a broad spectrum of the public requires a unique and flexible approach. We hope that what is reported herein is enough information to completely satisfy some and supply information to others which will facilitate the acquisition of further data.

EXECUTIVE SUMMARY

The business of agriculture is a significant part of the gross national product of Florida and the United States. The report, Farm Labor Trends in Florida (1977), states that there has been a five-fold increase in agricultural production in Florida over the past 25 years, from $488 million in 1950 to $2.4 billion in 1975. This indicates the continuing need for farm labor to support this industry. Consequently, the presence of children of migrant farmworkers will continue, also.

These migrant children are the focus of the Florida Migratory Child Compensatory Program (FMCCP). The compensatory education efforts under Public Law 93-380 is a continuing cooperative arrangement between the U.S. Office of Education Migrant Branch and the Florida State Department of Education. In Florida, the migrant program exists under the leadership of Commissioner Ralph D. Turlington, with the direct responsibility being placed with the Migrant Education Section. During 1977, the migrant program conducted special educational services for migrant children in approximately 27 school districts.

The State of Florida is divided into five regions, with three of these regions having migrant programs. The migrant regional offices are located in Orlando, Sarasota, and Fort Lauderdale as shown in the map located in the front of this report.

There were four major special educational components in the FMCCP during FY '77: Early Childhood Component, Language Arts Component, Learn and Earn Component, and Supportive Services Component. Each component was planned specifically for migrant children based on a needs assessment study. The objectives of these components were written in performance terms, each of which was measured with the appropriate evaluation instrument.

The Early Childhood Program (ECH) served approximately 3823 preschool children ages three and four. The Metropolitan Readiness Test, 1976 Edition, Level I, Form P, was used to assess migrant children finishing kindergarten. The test results indicate that the migrant child is increasingly "ready" the more years the child attends preschool. More specifically, of the children tested who met the attendance criterion of 100 days per year, 63% having experience as a three and four-year old were "ready"; 32% having experience as a three-year old were "ready"; and 56% having experience as a four-year old were "ready". Further, the more years of preschool a child has, the better he/she performs in grades one, two, and three, as measured by the Stanford Reading Test and the Stanford Early School Achievement Test.

The Language Arts Program (LAP) served approximately 13,073 children. The children evaluated showed a gain of 1.6 months

per twenty hours of special instruction. This compares favorably with the objective of 1.5 months gain per 20 hours of instruction.

The Learn and Earn Component served approximately 1710 migrant students. It has proved to be an excellent vehicle to get the secondary school migrant student in school and learning. This component provided on-the-job work experience to give support to these students while they attend special and regular educational activities. Results show that the attendance of the students in this component is greatly improved.

The Supportive Services Component is specifically designed to support the educational components. It is, indeed, an educational component, itself. There were 48,511 migrant children served through this component.

These are a few highlights of the FMCCP for FY '77. This report will address these highlights in more depth, along with many other activities of the program. Further inquiries and information concerning this report may be obtained by writing:

James A. Moore, Administrator
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INTRODUCTION

Farming in Florida is one of the most important industries. It accounted for about 2.4 billion dollars in sales in 1975, as reported by the Florida Crop and Livestock Survey, September 9, 1976. The farming industry encompassed many crops, three-fourths of which may be accounted for in citrus, vegetables, and sugar cane; the other fourth of these cash receipts may be accounted for in livestock and livestock products.

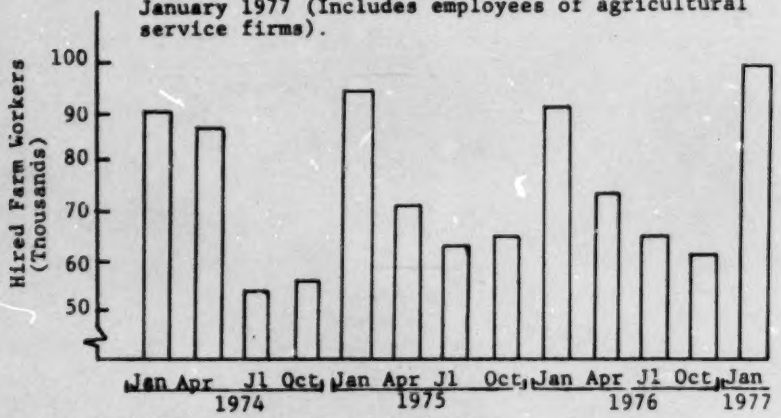
The publication, Florida's Farmworkers, June 1977, states:

> Farm labor is the single most important input item used in the production of Florida's agricultural commodities. While the number of family workers in Florida has been reduced in half over the past 25 years, the number of hired farm workers has almost doubled over this same period. This is in sharp contrast to the situation for the U.S. as a whole where the number of both family and hired workers has steadily declined over time. In fact, Florida is the only state which registered an increase in the agricultural labor force during the 1950 through 1976 period.

Agricultural employment is highly seasonal. The peak months are reported to be January, February, and March.(Figure 1)

Figure 1.

Florida Hired Farm Workers, Quarterly, January 1974-January 1977 (Includes employees of agricultural service firms).



Source: Florida's Farmworkers, June 1977, p. 6

The ethnic make-up of the farmworker's population is of special interest. It was reported that the interstate migrant population in Florida in 1975 consisted of 15.1% White, 23.7% of Spanish origin, and 61.2% Black. (Table 1)

TABLE 1

Ethnicity of Florida Farmworkers

Ethnic Group	All Workers	Interstate Migrants	Sex Male	Female
	Percentage of Workers - Florida *			
White	32.9	15.1	36.2	25.2
Spanish Origin	9.5	23.7	9.9	8.6
Black and others	57.6	61.2	53.9	66.2
TOTAL	100.0	100.0	100.0	100.0

*Estimates for 1971.

Source: Leo Polopolus and Robert D. Emerson, Florida Agricultural Labor and Unemployment Insurance, Bulletin 767, Gainesville: Florida Agricultural Experiment Stations, January 1975.

In contrast, the migrant population of the U. S. is reported to be 63.8% White, 24.5% of Spanish origin, and 11.7% Black. (Table 2)

TABLE 2

Ethnicity of Farmworkers in the U. S.

Ethnic Group	All Workers	Interstate Migrants	Sex Male	Sex Female
	Percentage of Workers - United States *			
White	72.0	63.8	75.0	62.0
Spanish Origin	11.0	24.5	10.0	15.0
Black and others	17.0	11.7	15.0	23.0
TOTAL	100.0	100.0	100.0	100.0

*Estimates for 1975. No estimates of Spanish workers are available in this format prior to 1975.

Source: U.S. Department of Agriculture, Economic Research Service, The Hired Farm Working Force of 1975, Arg. Econ. Report No. 355, December 1976.

The ethnic distribution of the children of the migrant farmworker population is of special interest to the Migrant Program. This population of school-age children consists of approximately 40% of Spanish origin, 30% Black, and 30% White, as reported in a conversation with a staff member of the Migrant Student Record Transfer System (MSRTS) in Little Rock, Arkansas.

The Florida Migratory Child Compensatory Program (FMCCP) has as its specific goal to address the educational needs of the children of the interstate and intrastate migrant population. This program is a cooperative effort between the United States Office of Education (U.S.O.E.), the State of Florida Department of Education (SEA), local educational agencies (LEA), and many other institutions, both public and private. The program was financed under Public Law 93-380 and the funds are generated through Full Time Equivalent (F.T.E.) in the State of Florida. Importantly, the State of Florida Department of Education was the grantee as designated by the U.S. Office of Education. This arrangement of direct state/administrative operational responsibility was based on the fact that the migrant child may attend many schools in many counties and/or states during the period of a school year. The State, therefore, must provide the continuity of the child's education. Unlike regular Title I programs, which serve target schools, ESEA Title I Migrant programs serve target children.

Florida was allocated approximately $16,500,000 by the U.S.O.E. for special education programs for migrants in fiscal year 1977. Of particular interest is the distribution of these education funds by what the FMCCP terms components (Table 3).

TABLE 3

Distribution of FMCCP Funds by Component

Component	Allocation
Early Childhood	$ 4,503,000
Learn & Earn	$ 2,023,500
Language Arts	$ 5,948,500
Supportive Services	$ 1,400,000
Operation Implementation	$ 2,625,000
TOTAL	$ 16,500,000

This report is basically concerned with the four main educational components of the FMCCP which are: Language Arts (LAP), Early Childhood (ECH), Learn and Earn (L & E), and Supportive Services (SS). Many other services were offered through the solicitation of the migrant staff.

The guiding goal of the FMCCP is the initiation and preservation of continuity of education. This requires a master plan be formulated and agreed on by all LEA's and interstate education agencies. The master plan is the State Plan (State Guidelines) which is submitted to the U.S.O.E. Participation in the Migrant Student Record Transfer System (MSRTS) and participation in interstate activities, such as Teacher Exchange, are other examples of continuity conservation. Significant intrastate activities will also be described in this report.

NATIONAL PROGRAM GOALS

The U.S.O.E., in cooperation with the states, has developed national program goals. These goals are to facilitate continuity in the education of migrant children between the states. State goals and objectives are then developed as an expansion of these minimal goals. The national goals are to:

1. Provide the opportunity for each migrant child to improve communication skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his/her psychological and physiological development that will prepare him/her to function successfully.

3. Provide specifically designed programs in the academic disciplines (language arts, mathematics, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his/her potential.

4. Provide specifically designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available federal, state, and local resource through coordinating funding, in order to improve mutual understanding and appreciation of cultural differences among children.

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communication involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of the migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home/school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

NEED FOR SERVICE

It may be true that poverty gave rise to migrancy. For it was the poor who, in the 1930's, journeyed to Florida to work in the citrus harvest, the sugar cane fields, the winter vegetables for one dollar a day; and it was the poor who comprised the contingency of over one million people who migrated northward each year from Florida, farming the Atlantic coast stream and similar streams in Texas and California.

Focusing on migrancy, John Steinbeck in 1949 wrote The Grapes of Wrath, perhaps the first modern extended commentary on the pervasive aspect of migrant life in America. More recently Robert Coles' book The Uprooted Children also describes the plight of the child of migrant parents.

The publication Children at the Crossroad (1970) reports that the average education of migrant parents is 3.5 years as opposed to the average of 12.1 for Anglo-Americans. These general findings have precipitated many specific needs assessments which focus on the migrant child, both on a national basis and a State (Florida) scope. For example, a national study by Exotech Systems, Inc. (1974) shows that migrant children are approximately .6 years behind the norm population in reading at the first grade and approximately 1.5 years behind in reading when reaching the fifth grade.

The need for educational services for migratory children in Florida is based on several needs assessment instruments. First, in 1971, the Florida legislature passed the Educational Accountability Act requiring that state-wide objectives be established and that student achievement of these objectives be assessed. During the 1975-76 assessment, all students in grades three and six participated in the assessment to measure achievement of state-wide objectives in reading, writing, and mathematics. When the performance of migrant children is compared with the combined population, it is seen that they are notably behind the total state scores. Tables 4 through 18 display the communication skills. It can be seen from these scores that in no case do the scores on this communication assessment equal or exceed the combined population of Florida third grade school children.

Migrant Children Compared to Combined Population

TABLE 4

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers								
	04-009	04-010	05-011	05-012	06-015	06-016	06-017	07-013	07-014
State Migrant	50.3	61.6	70.3	59.9	81.4	52.1	57.1	60.1	47.0
State	70.7	82.4	88.4	81.0	92.3	71.9	76.6	77.4	71.2

04 Identify words containing the long /i/ sound as in climb
05 Identify words containing the long /o/ sound as in boat
06 Identify words containing the /a/ sound as in cat
07 Identify words containing the /e/ sound as in bed

TABLE 5

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers							
	01-001	01-002	01-003	02-004	02-005	02-006	03-007	03-008
State Migrant	68.0	61.6	60.8	53.6	59.8	75.8	85.9	70.1
State	81.6	78.8	79.7	76.7	79.7	89.9	94.8	87.4

01 Identify words containing the long /a/ sound as in baby
02 Identify words containing the long /a/ sound as in take
03 Identify words containing the long /e/ sound as in be

TABLE 6

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers							
	12-024	12-034	13-026	13-036	14-027	14-033	15-028	15-037
State Migrant	82.0	73.5	66.5	59.7	89.7	82.9	86.9	76.3
State	90.6	85.7	85.1	77.3	95.0	91.7	92.3	89.8

12 Identify words containing the /d/ sound as in dog
13 Identify words containing the /th/ sound as in thin
14 Identify words containing the /f/ sound as in for
15 Identify words containing the /m/ sound as in man

TABLE 7

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers								
	08-018	08-019	08-020	09-021	09-022	10-023	10-032	11-025	11-031
State Migrant	58.2	44.7	50.4	59.0	47.8	90.7	76.2	72.9	73.0
State	69.2	66.8	67.6	77.3	70.8	95.8	88.9	87.7	87.7

08 Identify words containing the /i/ sound as in with
09 Identify words containing the /o/ sound as in hot
10 Identify words containing the /b/ sound as in but
11 Identify words containing the /ch/ sound as in change

TABLE 8

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers							
	16-029	16-035	17-030	17-038	18-039	18-040	18-041	18-042
State Migrant	85.3	72.7	68.9	68.2	71.5	75.1	62.8	63.4
State	94.1	87.3	85.3	82.4	83.0	85.1	77.5	77.2

16 Identify words containing the /sh/ sound as in ship
17 Identify words containing the /s/ /t/ sounds as in stop or best
18 Identify the number of syllables in orally presented words

TABLE 9

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers								
	19-053	19-054	19-055	20-056	20-057	20-058	21-043	21-044	21-045
State Migrant	69.4	66.8	71.5	64.9	63.7	73.4	68.2	68.5	68.0
State	86.6	84.1	85.7	83.7	79.2	88.1	79.9	82.2	78.4

19 Construct compound words from given base words
20 Identify the two words that make up a contraction
21 Identify the plural form of a singular noun

TABLE 10

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers									
	26-067	26-068	28-097	28-098	28-099	28-101	29-095	29-096	31-100	31-102
State Migrant	35.1	32.9	41.9	33.7	39.6	39.5	39.5	41.4	41.1	38.9
State	54.8	46.9	60.9	60.0	62.6	58.8	54.3	65.0	63.6	60.7

26 Identify the main idea of a paragraph
28 Identify the answer to specific questions about a story
29 Identify details which are inferred from a selection
31 Identify why something happened in a story

TABLE 11

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers							
	23-059	23-060	23-061	23-062	24-063	24-064	24-065	24-066
State Migrant	56.4	50.8	49.4	58.2	64.9	68.8	62.0	58.1
State	76.8	75.9	73.2	78.7	82.0	84.9	82.7	80.7

23 Select a synonym for a given word in a sentence
24 Select an antonym for a given word in a sentence

TABLE 12

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers							
	34-046	34-047	34-048	35-072	35-073	35-074	35-075	35-076
State Migrant	78.0	78.1	92.9	57.9	56.9	61.6	47.9	43.6
State	92.6	92.8	97.2	78.4	74.5	81.0	71.1	65.1

34 Determine the chronological order of pictured events
35 Alphabetize words with different beginning letters

TABLE 13

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers						
	32-069	32-070	32-071	33-091	33-092	33-093	33-094
State Migrant	59.9	63.2	58.8	37.0	32.5	31.9	35.6
State	80.9	80.5	79.2	65.7	59.0	52.0	53.2

32 Determine if a sentence describes something real or unreal
33 Identify the sequence of events in a story

TABLE 14

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers									
	43-085	43-086	43-087	43-088	43-089	43-090	44-049	44-050	44-051	44-052
State Migrant	43.9	40.1	37.5	44.7	61.1	44.5	30.0	31.9	28.9	11.1
State	69.7	62.5	57.4	69.3	78.4	66.4	58.1	55.7	53.5	28.1

43 Identify proper names requiring capitalization
44 Identify words in sentence requiring capitalization

TABLE 15

PERCENTAGE OF ACHIEVEMENT IN EACH DISTRICT FOR ITEMS IN THIRD GRADE COMMUNICATION SKILLS

	Objective - Item Numbers							
	36-081	36-082	36-083	36-084	42-077	42-078	42-079	42-080
State Migrant	51.7	49.6	55.8	56.4	53.6	51.2	41.4	53.4
State	67.8	70.0	76.8	71.1	74.3	73.0	60.5	70.7

36 Distinguish complete sentences from sentence fragments
42 Indicate whether a sentence needs a period or a question mark

The FMCCP also collects educational data in the individualized instrument of the Criterion Reading Assessment (CRA) and the standardized Stanford Reading Test.

Table 16 and 17 have been prepared to show how the skills assessed in CRA compared with the skills successfully passed by migrants on entering the FMCCP Language Arts Program. It can be seen that in FY '73 the percent of the skills in need of remediation ranged from 17% in Level I to 46% in Level III of the CRA (Table 16).

TABLE 16

A SAMPLING OF CRITERION READING ASSESSMENT IN FY '73

Criterion Activity	Level I (72 skills)	Level II (24 skills)	Level III (49 skills)	Level IV (42 skills)	Level V (51 skills)
Assessments Administered	99,163	54,827	97,620	35,620	4,074
Prognostic Outcome	82,230	36,127	52,718	26,092	2,567
% not mastered	17	34	46	27	37

In FY '74, a sample of CRA in Region III (presently Region V), showed that the percent of the assessment items in need of remediation range from 16% in Level I to 43% in Levels III and V.

TABLE 17

A SAMPLING OF CRITERION READING ASSESSMENT IN FY '74

Criterion Activity	Level I (72 skills)	Level II (24 skills)	Level III (49 skills)	Level IV (42 skills)	Level V (51 skills)
Assessments Administered	24,262	13,331	14,853	1,432	229
Prognostic Outcome	20,372	8,721	8,540	929	131
% not mastered	16	35	43	35	43

A State analysis of the CRA was not available for FY '75. However, there is little reason to expect that the trend observed in FY '73 and '74 is not an indicator for FY '75.

A typical example of the needs indication using the Stanford Reading Test is seen in the results of FY '76 (Table 18). These data may indicate that in the first year, the migrant child has fallen approximately .3 of a year behind the normal population, using the SRT as an indicator of achievement. In addition, the migrant child appears to fall further behind as he/she passes through the education strata and may be approximately 1.3 years behind when reaching the third grade.

TABLE 18

STANFORD READING TEST RESULTS FOR PROGRAM AND NON-PROGRAM MIGRANT CHILDREN

National Norm Standing Grade Equivalence	Program and Non-Program Migrant Population Standing Grade Equivalence	△ in years
3.8	2.5	-1.3
2.8	2.2	- .6
1.8	1.5	- .3

In summary, the indication is that a compensatory educational effort is needed for migrant children.

ADMINISTRATION AND SUPERVISION

On August 7, 1972, the FMCCP Administrator wrote to the Director, Division of Public Schools:

> In order to better serve the migrant children in the twenty-one counties in the Florida Migrant Child Education program, it is proposed that three regional offices be established... Each region would have a director who would be responsible for submitting a regional project to the Department of Education (Florida). The State Administration would then submit one state project to the U.S.O.E.

In this arrangement, the DOE maintained the responsibility of administration/operation while placing some function close to the action. Moreover, this regional concept was mandated by:

- the geographic size of the state
- the small size of the county (local) projects which made the sharing of administrative/operational resources more economical
- the need for some state decisions to be made near the project operation.

The remainder of the supervision was placed in county projects and carried out by personnel that included:

- county coordinators
- head teachers
- supportive staff such as social educators and health staff.

ORGANIZATIONAL STRUCTURE

A position paper on state, region, and county staffing prepared for the State Migrant Administration (March 11, 1977), stated in part:

> The administration and management of educational service programs for the disadvantaged is very difficult even while serving target schools. Contrastingly, however, a program that serves target children (P.L. 93-380) compounds the obstacles to producing an efficient administration and management system...The critical question left to each State agency is how to organize a state administrative and operational structure to optimize the special educational services to this group of mobile children.

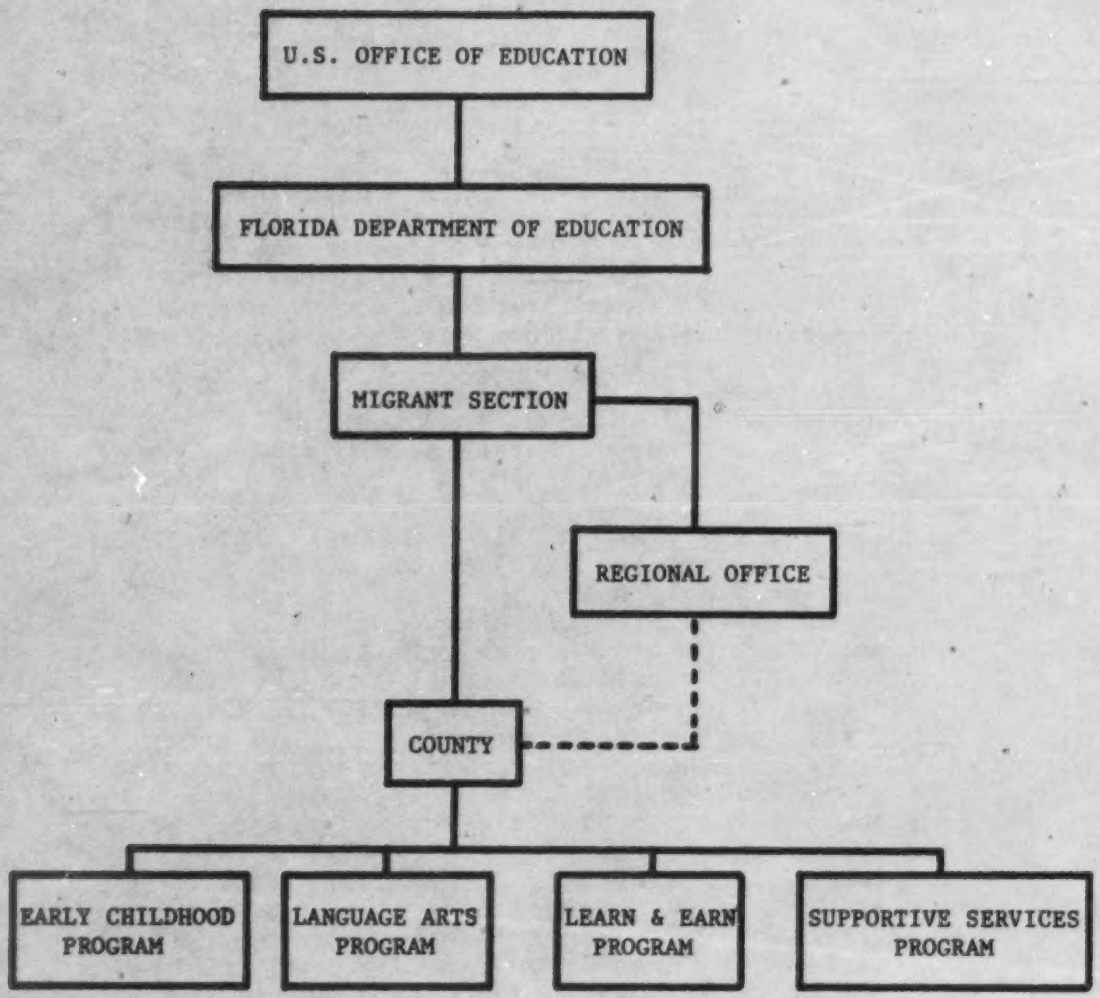
Establishing an organizational structure must first start with the definition of specific program functions. In 1975, a cooperative effort which included the states of Florida, North Carolina, California, Michigan, New Jersey, and Texas, along with the U.S.O.E. and the MSRTS Director, produced the Migrant Administrator's Management Guide. This guide clearly spelled out the function and activities needed to carry out a state migrant program. The twelve basic management functions identified to be the responsbility of the states are:

- identification and recruitment
- program development
- fund allocations
- fiscal management
- utilization of the Migrant Student Record Transfer System

- interagency coordination
- parent involvement
- interstate coordination
- information dissemination
- monitoring
- evaluation
- reporting

The organizational structure given in Chart No. 1 was established to carry out these functions with optimum effectiveness.

ORGANIZATIONAL STRUCTURE



IDENTIFICATION AND ENROLLMENT

The identification of migrant children in Florida is consistent with the definitions as given in 116 d.2. of the U.S.O.E. Regulations.

> "Currently migratory child" means a child (a) Whose parent or guardian is a migratory agricultural worker or migratory fisherman; and (b) who has within the past twelve months moved from one school district into another (or, in a State comprising a single school district has moved from one school administrative area into another) in order to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.
>
> "Formerly migratory child" means a child defined by section 122(a)(3) of the Act. That section provides that: "With the concurrence of his parents, a migratory child of a migratory agricultural worker or migratory fisherman shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this part." The term "area" in the preceding sentence means the legally prescribed geographic area over which a local educational agency or combination of such agencies exercises administrative control or direction. Any child is considered to reside within the "area served" referred to in the statutory language or section 122(a)(3) quoted in this definition, if that child:
>
> (a) Otherwise satisfies the definition of section 122(a)(3), and
>
> (b) Resides in an "area" as defined in the preceding sentence within which any currently or formerly migratory children are being served by a project, as defined in this section.

"Guardian" means:
(a) A person who had been appointed the legal guardian of a migratory child through formal proceedings in accordance with State law;
(b) A person who the State agency finds would be appointed to be the legal guardian of a migratory child under the law of the child's domiciliary State if formal guardianship proceedings were undertaken; or
(c) A person standing in place of a parent to the child.

"Migratory agricultural worker" means a person who had within the past twelve months, moved from one school district to another (or, in a State that comprises a single school district, from one school administrative area to another) in order to enable the person to obtain temporary employment in an agricultural activity.

"Migratory fisherman" means a person who has within the past twelve months moved from one school district to another (or, in a State that comprises a single school district, from one school administrative area to another) in order to obtain temporary or seasonal employment in a fishing activity as defined in this section.

Based on these definitions, the FMCCP has developed a State Identification and Enrollment Form (Appendix A). The process of identification and enrollment is a cooperative effort between state, regional, and local agencies. The FMCCP personnel who have the primary responsibility for this process include social educators, records clerks, community health workers, and school clerical personnel. Students are identified as migrant children by:

- late arrival in school
- personal contact with community agencies
- door-to-door contact with parents

Approximately 48,511 migrant children were enrolled in the MSRTS for the FMCCP in FY '77. The MSRTS, further, showed 26,696 interstate, 5208 intrastate, and 15,971 former migrant children (Table 19). There were also 636 migratory children of fishermen served in this population (Table 19).

As displayed in Figure 1, the use of migrant farm workers in Florida's agriculture industry varies greatly during the year. This variation is also reflected in the enrollment of migrant children during the school year (Figure 2, 3, 4, and 5). It is important to have knowledge of this variation in enrollment in order to logically allocate resources and plan programs for the year.

TABLE 19

MSRTS Enrollment FY '77

STATUS	AGRICULTURE	FISHING	TOTALS
Interstate	26,696	210	26,906
Intrastate	5,208	276	5,484
Former	15,971	150	16,121
TOTALS	47,875	636	48,511

Figure 2.

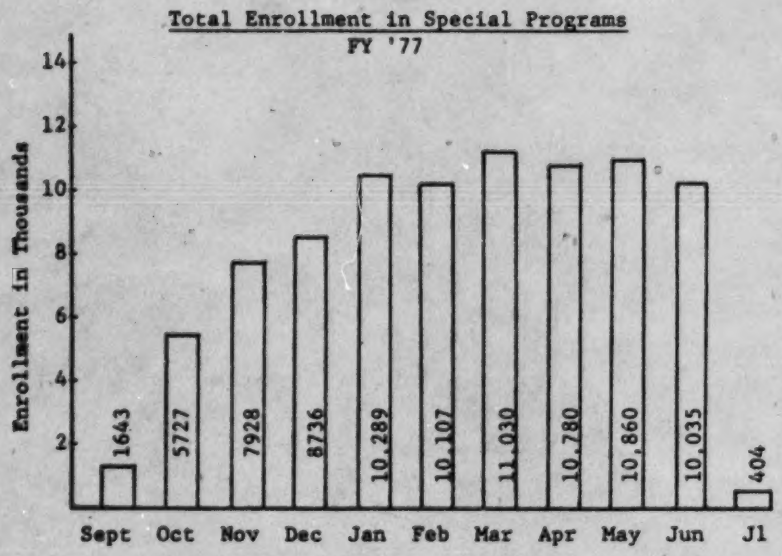


Figure 3.

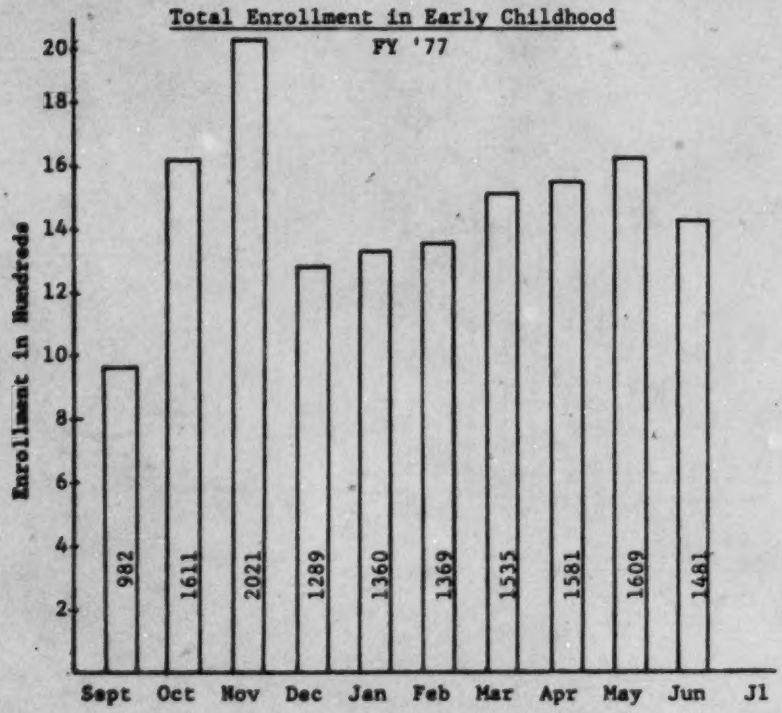


Figure 4.

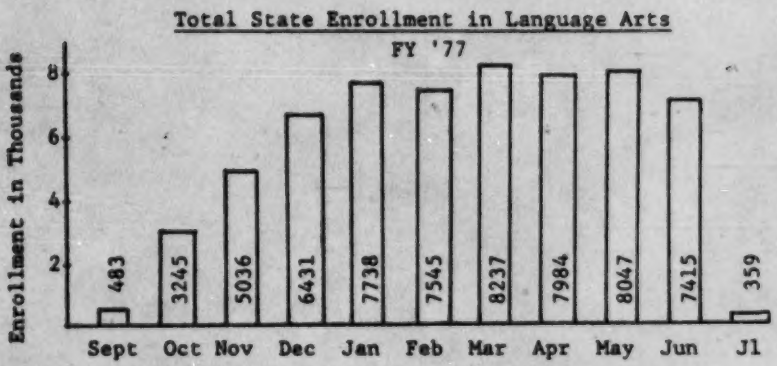
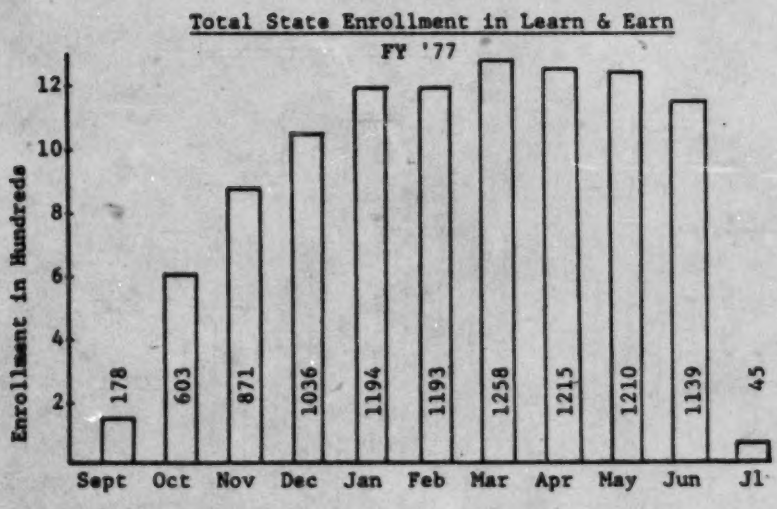


Figure 5.



As shown in Figure 2, by October a significant number of migrant children (enrollment = 5727) are enrolled in special programs and the peak enrollment is seen in the month of March (enrollment = 11,030). A similar enrollment trend is seen in each of the program components of Early Childhood, Language Arts, and Learn and Earn. Early Childhood's peak enrollment is seen in November (enrollment = 2021). Language Arts and Learn and Earn had their largest enrollments in March with 8237 and 1258, respectively.

The enrollment of children in the special educational programs of Early Childhood, Language Arts, and Learn and Earn, were recorded by region and county (Tables 20-22). These cumulative enrollment figures show that 3823 children were served in Early Childhood, 13,073 in Language Arts, and 1,710 in Learn and Earn.

TABLE 20

Distribution of Students Served in Region III
FY '77

COUNTY	Estimated				Actual				Difference				TOTAL SERVED
	ECH	LAP	L&E	SS	ECH	LAP	L&E	SS	ECH	LAP	L&E	SS	In all components*
BREVARD	30			30	11			125	19			95	11
IND. RIVER		218		375		164		374		54		1	164
LAKE	120	832	119	2400	180	667	100	2068	60	165	19	332	947
MARTIN	75	370	30	850	77	427	42	971	2	57	12	121	546
OKEECHOBEE	40	206	35	867	33	189	31	978	7	17	4	111	253
ORANGE	200	497	240	2159	292	701	220	1882	12	204	20	274	1213
PUTNAM				380				386				6	
SEMINOLE	122	215	30	929	105	158	30	1079	17	57		150	293
SUMTER		242	10	252		196	10	368		46		116	206
ST. JOHNS	41	135	30	428	34	129	44	555	7	6	14	127	207
ST. LUCIE	175	573	60	1945	162	595	63	1908	5	22	3	37	820
VOLUSIA		45		57		39		99		6		42	39

*Only ECH, LAP, L&E

TABLE 21

Distribution of Students Served in Region IV
FY '77

COUNTY	Estimated				Actual				Difference				TOTAL SERVED
	ECH	LAP	L&E	SS	ECH	LAP	L&E	SS	ECH	LAP	L&E	SS	In all components*
HARDEE	90	660	80	1949	72	530	68	1784	-18	-130	-12	-165	670
HIGHLANDS	175	445	110	1500	180	686	112	1522	5	241	2	22	978
HILLSBOROUGH	470	905	210	3500	273	1370	101	2966	-197	465	-109	-534	1744
MANATEE	275	527		1450	310	688		1878	35	161		428	998
PASCO	175	454	60	1500	114	693	69	1398	-61	239	9	-102	876
POLK	570	992	222	5623	397	1670	294	6037	-173	678	72	414	2361
SARASOTA	57	120		280	59	110		270	2	-10		-10	169

*Only ECH.LPA,L&E

TABLE 22

Distribution of Students Served in Region V
FY '77

COUNTY	Estimated				Actual				Difference				TOTAL SERVED
	ECH	LAP	L&E	SS	ECH	LAP	L&E	SS	ECH	LAP	L&E	SS	In all components*
BROWARD	172	183	30	2055	270	264	49	1689	98	81	19	-366	583
COLLIER	270	1145	90	3586	374	1520	138	3725	77	375	48	139	2005
DADE	251	437	90	1826	298	504	67	1783	47	67	-23	-43	869
GLADES	20	114		291	20	83		247		-31		-44	103
HENDRY	70	269	25	652	52	283	26	582	-18	14	1	-70	361
LEE	80	255	80	876	88	418	45	1240	8	163	-35	364	551
MONROE		135		401		93		281		-42		-120	93
PALM BEACH	385	720	240	6000	449	896	201	5187	64	176	-39	-813	1546

*Only ECH,LAP,L&E

LEARN AND EARN COMPONENT

In Florida, approximately 5,709 migrant children between the ages of 14-21 were enrolled in the MSRTS in FY '77. This is very disturbing when comparison is made with the total enrollment of approximately 48,511 in MSRTS in Florida in FY '77.

Adolfo A. Ibarra (1969) reports:

> The drop-out rate for migratory children ranges between 60% and 95%. This is at least 42% greater than for the total school population. Indeed, when the migrant children reach the age of eleven or twelve, they will probably leave school to begin work in the fields. About 82% of the boys leave school at this age to perform farm labor as do about 69% of the girls.

Consequently, this problem of drop-outs is a primary concern of the FMCCP. The Learn and Earn Component was specially designed to address this problem. The objectives are divided into two categories of general and performance objectives as follows:

General Objectives

A. Employment Objectives - A primary objective of the Learn and Earn Program is employment. To achieve this objective, job-site placement for each student will be obtained. The following procedures will be followed:

1. Exposure with instructional component within each unit.

2. On-the-job training:
   a. directly related to unit instruction
   b. indirectly related to unit instruction
   c. not related to unit instruction

B. Instruction Objectives - An objective of the Learn and Earn Program is to provide an individualized instructional program based upon:
   1. Analysis of needs and interests (checklists, pre-checkout of components, etc.).
   2. Student participation in study selection process (from component to component and from year to year).
   3. Development of components which 1) structure the program into small discrete segments which guarantee the student's success and 2) address needs identified within the following areas:
      a. Small Engine Mechanics
      b. Marine Engine Mechanics
      c. Typing and General Office Procedures
      d. Supermarket
      e. Auto Tune-up
      f. Agri/Business
      g. Nurses Aide
      h. Hotel/Motel Housekeeping
      i. Career Awareness
      j. World of Work
      k. Improving Self-Concept

4. For each component developed, time for completing (average) shall be specified.
5. For each student, gains within each component will be documented.

The outcome of this program component was measured against three main performance objectives; with the outcomes reported as follows:

Performance Objective	Performance Objective Outcome
• By the end of the first year of being in the program, 60% of the students will have participated in on-the-job training.	66%
• By the end of the second year of being in the program, 80% of the students will have participated in on-the-job training.	78%
• By the end of the third year, 70% of the students will demonstrate the ability to successfully compete in the labor market.	74%

These figures reflect information reported on 1,327 of the 1,710 Learn and Earn students enrolled in FY '77.

A complete report of the participation in on-the-job training (OJT) is given in Tables 23, 24, and 25.

TABLE 23

Students placed in OJT with one year in program

Region	# OJT	# NON-OJT	Total Reporting
III	170	84	254
IV	219	71	290
V	129	107	236
STATE:	518	262	780

TABLE 24

Students with two years in L & E

Region	# OJT	# NON-OJT	Total Reporting
III	100	38	138
IV	150	21	171
V	61	28	89
STATE:	311	87	398

TABLE 25

Students with three years in L & E

Region	# OJT	# NON-OJT	Total Reporting
III	37	27	64
IV	55	2	57
V	18	10	28
STATE:	110	39	149

There were 52 units operated in the state this year. These units enrolled some 1,710 students between the ages of 14 and 18 years of age.

The attendance of the Learn and Earn Program is of special interest. As stated previously, significant numbers of migrant children above the age of 11 leave school for various reasons. Further, it is seen that only approximately 12% of the migrant children enrolled in MSRTS in Florida were above 14 years of age.

When enrolled in the Learn and Earn Program, the students show an 84% attendance. Further, when placed on a job, they show an 86% attendance as compared with a 78% in attendance enrolled in Learn and Earn and not placed in a job (Table 26).

TABLE 26

State Summary Sheet for L & E - FY '77

Region	Units Reported	Enrollment	New Students	Age 13	14	15	16	17	18	19	Sex M	F	Grade 6	7	8	9	10	11	12	Number of OJT Students	Total OJT Hours Worked	Average Hours Worked Per Student	Percent of OJT Students	Percent of Students Retaining Same Job	Total Days Enrolled	Total Days Present	Average Days Enrolled	Percent of Attendance	Percent Attendance Non-OJT	Percent Attendance OJT Stu	Classroom Units Completed	Average Units Per Student
[illegible] III	[illegible]	533	270	9	115	173	137	78	33	4	288	243		28	67	102	146	69	33	339	43814	136.9	60	72	68397	59650	127.5	87	84		29242	55.1
																						OJT ATTENDANCE			49005	42389				89		
[illegible] IV	[illegible]	605	392	10	217	227	95	36	13	7	327	278		15	107	234	77	41	21	496	39628	136.8	72	83	74711	63496	123.5	85	75		28324	47.1
																						OJT ATTENDANCE			58531	51414				88		
[illegible] V	[illegible]	414	274	5	65	163	128	27	26	5	215	204	2	27	114	175	71	30	10	250	32351	129.4	60	87	53616	42720	127.9	80	75		20855	49.8
																						OJT ATTENDANCE			38714	31606				82		
STATE	[illegible]	[illegible]	936	34	397	565	350	141	62	16	830	725	2	70	378	621	294	135	64	1006	135793	135.0	65	80	196734	165956	126.5	84	78		79021	50.8
																						OJT ATTENDANCE			144318	126406				86		

Another important measure of success is seen in the employer's ratings of students taking on-the-job training. A total of 1006 migrant Learn and Earn students participated in OJT. The

employers rated these students with a uniform instrument supplied by the FMCCP. This instrument consisted of the following 15 items:

Work Attitudes

- Quality (correctness of work)
- Initiative
- Ability to accept criticism
- Ability to follow directions or instructions
- Attendance record
- Reporting to work on time
- Seriousness in attitude toward work

Knowledge and Skills

- Ability to express him/herself orally
- Skill level needed to perform job
- Care and handling of tools and equipment
- Observation of safety rules

Social Characteristics

- Courtesy
- Personal appearance
- Attitude toward public
- Attitude toward co-workers

A five-point scale of exceptionally good, good, average, poor, and unsatisfactory was used to get employer perceptions of student performance.

As seen in Table 27, the mean value of 2.08 was received as an overall employer rating. (Mean = 2.5 on a 5-point scale) No employer reported an unsatisfactory rating in any category (Table 27).

TABLE 27

Employer's Ratings of OJT L & E Students

RATINGS	III	IV	V	STATE
1 Exceptionally Good	47	92	39	178
2 Good	137	214	124	475
3 Average	83	90	40	213
4 Poor	6	7	4	17
5 Unsatisfactory	0	0	0	0
Total Responses - (No. Answers)	273-(47)	403-(33)	207-(43)	883-(123)
Total OJT Students	320	436	250	1006

$\bar{x}$ = 2.08 (Mean on a scale from 1-5 where 1=highest, 5=lowest.)

The core curriculum, which was housed in the 52 portable units, encompassed instruction in small engines, marine engines, auto tune-ups, typing, supermarket, world of work, welding, sewing, upholstering, and citrus testing. It is seen that 50.8% of all units studied were completed by the end of the year. (Table 26)

CAREER EDUCATION DEVELOPMENT

It is reported by John S. O'Hara (1971) in Florida Employment Directions: Industries and Occupations, that the farmworkers in Florida will decrease between 1974 and 1985 by 31%. This means that the migrant population must be prepared for the possibility of a changing vocation. It is important that migrant education recognize this fact and institute programs that will add saleable skills to the migrant student's educational experience.

In addition to the Learn and Earn Component, Florida has conducted two programs this year to increase the migrant student's employability: 1) Career Education, and 2) Raising Educational Aspirations and Perspectives (R.E.A.P.).

CAREER EDUCATION

The career education objectives for migrant students for FY '77 were designed to meet the special needs of migrant students by a total involvement experience meeting the following goals:

- Advocate a general "back to basics" educational approach in the regular classroom that would fulfill the needs of each student.
- Advocate and provide guidance for experiences in the regular school which will allow the migrant student to gain saleable employment skills.

- Provide guidance and secure financial support to assist the migrant student in transferring to institutions of higher learning or specialized schools for advanced professional training.

High School Drop-Outs

All migrant high school drop-outs are encouraged to join the High School Equivalence Program (H.E.P.). Preparation is offered during Career Education Seminars to any migrant student to enable him/her to pass the G.E.D. test and receive a high school equivalency diploma after from eight to 22 weeks of study.

During the 1976-77 school year, over 17 migrant students in Region III were enrolled in the H.E.P. Of these, six have received their diploma and three have made arrangements to enter a post-secondary institution in January 1978. It has been reported that significant improvement in academic achievement has been realized through Career Education Development for migrant students.

The Career Education Development Program goals were developed to increase the number of migrant high school graduates. The program analysis has served to study and evaluate the significant causes for any increase in the rate of migrants returning to school, as compared to the previous drop-out rates.

Career Education: The Broad Approach

The broad approach in choosing careers was utilized to familiarize migrant students with many careers and to provide them with a foundation on which to make wise career choices. This approach helped students to evaluate themselves, various job opportunities, and to set future goals. At least five major areas covered were:

1. Understanding Oneself
2. The World of Work
3. Education and Careers
4. Career Clusters
5. Developing a Career Plan

Given the opportunity to explore and assess themselves with two or more Job Opportunity and Career-Occupation Checklists, students were able to list or select basic questions which must be answered by anyone seeking a variety of career choices to:

1. Distinguish between unrealistic career choices made early in life and realistic career choices for today and the future, and
2. List at least five key questions for better understanding themselves in considering possible career choices.

Given the opportunity to explore several basic areas of employment information which is needed through the life of the student's career, students were able to: 1) describe important changes in the job market; 2) describe hidden clues employers look for during the employment interview; 3) explain why most people work; and 4) explain when one should start his or her pension or retirement savings.

On becoming acquainted with the varieties of education required by individual career interests and how to transfer smoothly from the work of the classroom to the world of work, the student should be able to: 1) describe why education is an investment which must be planned carefully; 2) explain how school grades are important to many different people and careers; 3) explain what one needs to know in a job interview and why those things are important; and 4) describe the most common reason(s) why workers lose their jobs.

Given the opportunity to explore the 15 clusters of occupations which students can explore on their own or with help, the student should be able to: 1) list and describe briefly atleast six career fields from each cluster; 2) compare his/her interests and abilities with the requirements of thousands of interesting occupations; and 3) list the educational training and requirements for six or more career fields from each cluster.

On becoming acquainted with the step ladder approach with a practical and useful strategy for career planning and implementation, the student should be able to: 1) fill out five career planning exercises, 2) estimate his/her probable success in employment, 3) rate his/her physical, emotional, and intellectual characteristics; and as he/she grows and develops over a ten year span, be able to explain his/her chosen life style.

Evaluation

Students participating in the Awareness and Exploration Career Planning Approach were given Interest Inventories. These are self-evaluative instruments and have no correct or incorrect responses. Each individual was assessed on his/her own career choices and self analysis.

Students who had already been assessed by the school guidance counselor were not included in the assessment on Career Choices. The following charts contain summary statistical data covering Career Education Activities for the year.

There were 356 migrant students placed in post-secondary institutions. Of this number, 302 received financial aid (Table 28).

TABLE 28

TYPES OF POST-SECONDARY INSTITUTIONS IN WHICH CLIENTS ARE ENROLLED

TYPES OF SCHOOLS	NUMBER OF CLIENTS
1. Post-Secondary Schools	303
2. Proprietary Schools	42
3. Vocational/Technical Schools	5
4. Other (HEP or Transfers)	6
TOTAL	356
Number receiving adequate financial aid	302

Approximately 302 migrant children were placed in Upward Bound, Horizons Unlimited, and Special Services Services Programs (Table 29).

TABLE 29

PLACEMENT OF CLIENTS IN TRIO PROGRAMS

PROGRAM	NUMBER OF CLIENTS
1. Upward Bound	5
2. Horizons Unlimited	18
3. Special Services Programs	279
TOTAL	302

A sample of children served by county and grade level is given is Table 30. The total served in grades seven through twelve was 1957.

TABLE 30

COUNTY MIGRANT CHILDREN SERVED BY GRADE LEVELS

COUNTY	7	8	9	10	11	12	TOTAL
Brevard	0	0	0	4	5	3	12
Indian River	8	8	9	6	5	4	40
Lake	54	51	43	29	31	67	275
Martin	42	39	37	46	59	47	270
Okeechobee	47	58	54	27	22	17	225
Orange	62	47	82	49	55	63	358
Putnam	0	0	14	8	9	11	42
St. Johns	41	37	39	42	37	24	220
St. Lucie	0	0	69	57	49	32	207
Seminole	27	34	68	33	27	32	221
Sumter	25	27	16	7	5	7	84
TOTALS	331	294	397	343	310	302*	1957

*This total reflects 3 withdrawals who re-entered in another county

RAISING EDUCATIONAL ASPIRATIONS PROGRAM

The participants in the Raising Educational Aspirations Program (R.E.A.P.) consisted of 45 students; 15 females and 12 males who were eleventh graders, and 11 females and seven males who were twelfth graders. The ethnic composition was nine Hispanic-Americans, 34 Black-Americans, and two White-Americans. These students represented 21 different cities in the State of Florida. The average age was 16.5 years. The program operated from June 20-July 29, 1977 and was conducted by Florida A & M University.

Instruction for students began on the second day. The method of instruction was the traditional lecture/discussion approach. However, because of the size of the classes, a maximum of 12 students per class, individual attention could be given to each student. In addition, students were provided real life situations, when possible, with practice and immediate feedback. Instruction included four hours of classroom time and two hours of tutoring each day. Students were also required to attend weekly seminars which lasted for approximately one and one-half hours and emphasized the program's motto: I am...I can...I will...

Upon completion of the six-week program, students completed the post-tests for the California Achievement Test and the Nelson Reading Test. They also completed the R.E.A.P. Student Attitude Form. Since all students did not enter the program on the same day, data will be presented for 42 students instead of the actual 45 enrolled in the program.

Measures

Two of the measures used for the program are as follows: 1) the California Achievement Test was administered to students to measure mathematics skills, and 2) the Nelson Reading Comprehension Form was used to measure students' vocabulary skills and reading comprehension.

Instruction for the program also included skills in mathematics, reading, English, and human relations. Seminars and field trips were also utilized as experimental educational media. The skills were taught by teachers certified in their areas at the secondary level. Textbooks were selected from the list of books adopted by the Florida State Department of Education. The three textbooks used to teach mathematics skills were: 1) Consumer Related Mathematics, 1976; 2) Success with Math, 1974; and 3) Algebra I, 1972. The textbook used to teach English skills was Modern English in Action, 1965; and the textbook used to teach reading skills was Adventures in American Literature, 1968. Human relation skills were taught from Pfeiffer and Jones' Handbook of Structured Experiences for Human Relations Training, Vols. I, II, III, and IV, 1974. The textbooks were chosen based on the students' pre-test scores. These textbooks were similar to the ones used by the students in their own high schools. The program, therefore, incorporated a diagnostic-prescriptive approach to teaching.

On the first day, students were required to attend an orientation session for the purpose of getting registered properly into dormitory rooms, obtaining information on expectations of the program, and registering for class. The students also

completed two pre-tests: the California Achievement Test (mathematics section), third printing, 1963; and the Nelson Reading Test, 1962. These tests were selected because of their norms, which were appropriate to this group of students, and also because the academic status of these students dictated the need for tests which were both comprehensive and contemporary.

Evaluation

To determine if the R.E.A.P. program made a difference in students' mathematic achievement, a repeated measure ANOVA analysis (Table 31) was used to compare the pre- and post-test scores. A repeated measure analysis is a procedure that looks at both the pre- and post-test scores to determine if there was any gain in student performance following instruction. Based on this analysis, it was found that the students' mathematics achievement was significantly improved due to the instructional experiences they received as participants in R.E.A.P.

TABLE 31

REPEATED MEASURE ANALYSIS OF VARIANCE ON THE PRE- AND POST-TESTS MATHEMATICS SCORES

Source	df	ss	ms	F
Math Scores	1,4	1496.90	35.64	11.41*

*P < .001

A repeated measure ANOVA was also used to analyze the reading comprehension pre- and post-test scores. The analysis revealed that the students' ability to comprehend was significantly improved (Table 32) because of the experiences they received in R.E.A.P.

TABLE 32

REPEATED MEASURE ANALYSIS OF VARIANCE ON PRE- AND POST-TESTS READING COMPREHENSION SCORES

Source	df	ss	ms	F
Reading Comprehension	1,4	4064.20	96.76	11.47*

*P < .001

To determine if the program improved students' vocabularies, a repeated measure ANOVA was performed on their pre- and post-test scores. The results indicated that students' vocabularies improved significantly (Table 33) as a result of the experience they received in the R.E.A.P. program.

TABLE 33

REPEATED MEASURE ANALYSIS OF VARIANCE ON THE PRE- AND POST-TESTS VOCABULARY SCORES

Source	df	ss	ms	F
Vocabulary	1,4	2102	50.50	11.24*

*P < .05

A random sample (N=30) of the parents surveyed indicated 100% were satisfied with the way their child progressed in the R.E.A.P. program. Ninety percent said they noticed a change in their child's attitude toward school, 100% felt their child was able to relate to other people better, 100% felt they were well-informed on the different kinds of activities their child was engaged in as a participant of R.E.A.P., and 100% stated they would want their child to participate in the R.E.A.P. program next year, if funded. It is of interest to note that 100% of the parents who responded indicated that the program was well-organized and that they were well pleased with the way in which their child was supervised while at the university. A random phone survey of parents indicated that they were not only interested in a summer program for their children, but one that was year-round, as well.

Further, another random survey, by phone, of other university personnel who were not associated with the R.E.A.P. program, but who had had contact with the students, indicated that they felt the program was well-organized and supervised. In fact, several persons surveyed made statements to the effect that, "you could tell a R.E.A.P. student because they were always well-mannered, respectful, and helpful." Information was also obtained indicating that several students in the R.E.A.P. program received high school credit due to their participation, and as a result will be able to graduate from high school with their classmates.

INTERSTATE AND INTRASTATE COOPERATION/COORDINATION

In 1966, Public Law 89-10 was amended to set aside special funds to serve children of migratory agricultural farmworkers (Public Law 89-750, revised to Public Law 93-380). The reason these special funds were set aside was to promote interstate and intrastate cooperation and coordination for the purpose of promoting educational continuity.

The migrant Federal Regulations, July 13, 1977, state:

> 116d.39 Criteria for the approval of State application.
> (a) Payments will be used for programs and projects (including acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers or of migratory fishermen, and to coordinate these programs and projects with similar programs and projects in other States, including the transmittal of pertinent information with respect to school records of these children.

This clearly spells out the specific interstate and intrastate expectations of States operating programs under P. L. 93-380.

Florida has undertaken many activities in fulfillment of interstate and intrastate cooperation/coordination. A few of the notable efforts may be listed as follows: Migrant Student Record Transfer System (MSRTS), Interstate Staff Development, Interstate Teacher Placement Programs, Operation Freeze,

Education Commission of the States (E.C.S.) Migrant Education Task Force, Directory of Services Booklet, and formulation of the National Language Arts Skills List.

Interstate Teacher Placement Program

The Florida Migratory Child Compensatory Program cooperated with the New York Migrant Education Bureau in placing Florida teachers, tutors, and supportive services personnel in the New York summer program. The objectives of this project were to:

- Assist in the delivery of direct instructional and supportive services in cooperating states
- Foster continuity of educational services that will result in greater benefits to Florida migrant children
- Gain experience in the operation and implementation of educational activities conducted on a seasonal basis by Local Education Agencies in other states
- Gain knowledge of problems encountered by migrants during their travels and how they affect the education of their children.

This project was conducted between the dates of July 1 and August 26, 1977. It involved the placement of 29 teachers, five tutors, and two supportive services personnel. There were over 300 migrant children served during this project period.

Education Commission of the States Migrant Education Task Force

The Task Force meets two to three times annually to consider policy recommendations for the States, local school districts, and the Federal government, and to develop position statements regarding the education of migrant children. After position statements and policies are developed, the Task Force members from each of the eight participating states work with the ECS commissioners in each state to facilitate their implementation.

Some of the issues addressed by the Task Force during FY '77 were:

I. Interstate Educationl Issues
   - A. Statutory and policy differences
   - B. Planning
   - C. Evaluation
   - D. Staffing
   - E. Information exchange
   - F. Instructional materials

II. Intrastate Educational Issues
   - A. Autonomy
   - B. State education agency operational policies
   - C. Local education agency operational policies
   - D. Visibility of Migrant Education
   - E. Curriculum requirements
   - F. Acceptance of Migrant Student Transfer Records
   - G. Staff training and development
   - H. Language differences

III. Interagency Cooperation

A. Identification of migrants

B. Development of services

C. Assessment of needs

D. Human needs

Florida has participated as a member of the Task Force since January 1977 and was represented by three commissioners: Dr. Claud Anderson, Education Advisor to the Governor; Dr. Elizabeth Metcalf, President of the League of Women Voters; and Mr. Steven Pajcic, State Representative. The Florida Migrant Program administrator attended or was represented by a member of his staff at all the Task Force meetings this past year. The Florida Task Force members have had three meetings in Florida since January of this year.

Directory of Services Booklet

Five thousand copies were distributed to migrant parents and East Coast Migrant Stream projects. The purpose of this booklet is to inform parents of educational programs in the east coast and midwestern states.

Operation Freeze

Migrant projects in Pennsylvania and California sent supportive services personnel to Florida during January and February to assist the FMCCP personnel. Three workers helped in two Florida counties during the emergency which was the aftermath of the freeze that affected the citrus crop.

LANGUAGE ARTS COMPONENT

The Florida Migratory Child Compensatory Program (FMCCP) Language Arts Program (LAP) was designed to meet national objectives number three as stated on page six of this report. The specifications of this component are set down in the State Plan as submitted to the U. S. Office of Education. It is significant to note that the LAP has been recognized as a national exemplary project by the U. S. Office of Education and is a part of the National Dissemination Diffusion Network.

The specifications of this component are given as follows:

A. Rationale:

The underlying philosophy of the FMCCP Language Arts Program is to provide a supplementary individualized program to prepare the student to function successfully in the regular school program. Because migrant children lead very mobile lives and come from distinctly different cultural backgrounds from the mainstream children, often their language arts needs cannot be met in the regular classroom setting. Within the framework of language arts, a tutorial program was implemented to serve both English and non-English speaking students.

B. Subject Matter:

It is the responsibility of educators to meet the needs of all of Florida's and, indeed, the nation's children. Communication is vital to the learning and reading process.

Language development begins at birth for all children; however, not all children have equal opportunity for oral language development. The process of language development and reading can often be expedited when a personalized approach to instruction is used. The LAP was designed to aid migrant children in Florida by supplying tutorial teachers and tutors to provide a personalized and individualized program of language and reading development.

C. Learning Objectives:

1. To provide the opportunity for each migrant child to develop communication skills necessary for success in life situations
2. To provide specially designed programs in Language Arts that will increase the migrant child's capabilities to function at a level commensurate with his/her potential
3. To provide experiences which will enable the migrant child to: listen, speak, read, and write commensurate with his/her capabilities in order to prepare him/her to function successfully in the regular school program.

D. Instructional Procedures:

Through a tutorial program, all areas of language arts were incorporated into a unified program with priority starting at the kindergarten level. The program was designed to give tutorial assistance to those migrant students who have

language differences and/or reading difficulties and whose needs cannot be met in the school's regular developmental language arts program.

The tutorial program was staffed with language arts head teachers, tutorial teachers, and tutors. The tutorial teachers and tutors were housed in schools based on the priorities established for the Language Arts Program.

A tutorial unit consisted of at least one tutorial teacher and a maximum of 10 tutors. The number of tutors assigned to a tutorial teacher depended upon the experience of the tutorial teacher and tutors and the geographic location of the school.

Tutorial teachers and tutors worked in instructional locations designated by the school principal and jointly approved by the district and regional office. The district made every effort to provide space external to the child's regular classroom for the implementation of the program.

Planning periods for each group of tutors and their tutorial teacher consisted of at least one hour, twice a week, and, when possible, were scheduled during the same block of time at the same site.

E. Students:

The majority of migrant students, due to their mobility, spend an average of 2½ months in a Florida school district. Therefore, additional services are needed which will allow the student to compensate for the time lost in moving. Data

show us that in reading, the average migrant elementary students lag behind the national norm from between six months to 22 months depending on the grade level. The higher the grade level, the greater the deficit.

Of the students identified, 44 percent are Hispanic, 35 percent are Black, and 20 percent are White. A fraction of one percent are American Indian and Asian.

F. Instructional Setting:

Personalized and individualized instruction was provided through tutorial assistance to individuals and small groups of English and non-English speaking student. Those Spanish-speaking students of preschool age needing a special oral language program had this provided by a trained Early Childhood teacher or aide, or may have been scheduled into the tutorial program.

Tutors worked with small groups of students during the regular instructional day using planned instructional strategies. These tutorial sessions provided at least 15-20 minutes of personalized and individualized instruction for each student according to the following formulas:

Reading Instruction

25-40 minutes for 1 or 2 students
45-60 minutes for 3 to 5 students

English as a Second Language Instruction

Dependent Students - Two non-consecutive sessions,
30-40 minutes for 3 or 4 students

Independent Students - One 30-40 minute session for 3 or 4 students.

A dependent student is one who understands and speaks little or no English and consequently is unable to successfully participate in basic classroom activities demanding use of oral language skills.

An independent student is one who understands and speaks some English and who can participate with some success in basic classroom activities demanding use of oral language skills, but who needs assistance in improving specific oral communication skills.

Performance Objectives

In order to address the issue of student gains or losses, one must first look at the performance objectives of the program. They are stated as follows:

1. Given the benefit of 80 hours of instruction in the tutorial reading program, the migrant students will demonstrate a mean gain of 1½ months for every 20 hours of instruction in overall readiness (Grades K-1) and reading achievement (Grades 2-12).

2. Given the benefit of instruction in the English as a Second Language tutorial program, the students will demonstrate a significant increase in oral language skills.

3. Given the benefit of instruction in the tutorial program, students will demonstrate ability to communicate and transfer learning in a variety of settings.

Evaluation Methodology

The 1973 Stanford Reading Test was used to collect the summative evaluation data on migrant students in Grades 2-12. The Stanford Early School Achievement Test (SESAT) was used for Grade 1.

SESAT Level II was administered to Grade 1 and the SAT Reading portion, Form B, Primary Level I through Intermediate Level II, was used for Grades 2 through 6 respectively as the post-test. The pre-test scores were obtained from the students' post-test results of the preceding year.

It should be pointed out here that the FMCCP LAP evaluation plan is in a period of transition. In the past, the evaluation plan required pre- and post-testing within each school year. However, in an attempt to begin a longitudinal study and eliminate the testing of students so frequently, it was decided that the pre- and post-testing would be done on an annual basis. It is hoped that we will be able to follow student progress over a greater period of time and, thereby, judge program success on a long-term basis.

The major measure used to determine individual student achievement was a gain score ratio that was obtained by dividing the gain in months by the number of months of instruction. Twenty hours was interpreted as one month of instruction in the tutorial program.

The Oral Language Evaluation (OLÉ) was used for both pre-test and post-test for gathering data on Objective #2. The OLÉ was administered to all students in the FMCCP ESL Language Arts Program. The pre-test was administered in October and the post-test in May.

The OLÉ administration consists of showing the students a picture, after which the student is asked to describe the activities shown in the picture. The student's description of the picture is recorded, transcribed and analyzed in terms of basic English structure (moveables and connectors), as well as total number of words, thereby giving an indication of the student's ability to use the English language.

Data Collection Procedures

Tutorial teachers or tutors administered the tests and returned the completed test booklets to the Regional Office, where the booklets were prepared for machine sorting and scoring. Pre-test scores were obtained from the students' test results of the preceding spring.

Data Analysis

As stated earlier in this section, the instructional objective of the LAP would be met if students exhibited a mean gain of 1½ months for every month in the program, provided they had a minimum of 80 hours of instruction.

For the purpose of this report, the information concerning gain per month was controlled by two factors:

1. Only small numbers of children met the attendance criterion of 80 hours of instruction.

2. The once a year testing did not supply readily available data on pre- and post-matched groups in this first year of implementation.

However, a sample of 113 students with both pre- and post-test scores and at least 40 hours of instruction could be analyzed in relation to the objective of 1½ month gain for every one month in the program.

Evaluation Results

THE SESAT was given to the first grade and the SAT was given to grades 2-6 in April 1977. Scores were recorded for 7744 children in grades 1-6. As mentioned earlier in this report, the criterion of 80 hours of instruction was eliminated because of the small number of students meeting this criterion. However, a matched sample of students who were tested in April 1976 and April 1977 was analyzed. These 113 students were given the pre-test in April 1976 and a post-test in April 1977, and had at least 40 hours of instruction in the Language Arts Program.

Analysis of these 113 students indicated that there was a mean gain of 1.6 months for every month spent in the LAP. This

compared favorably with the objective of a 1.5 gain for every month spent in the Language Arts Program.

Approximately 621 students participated in the ESL Program. Of this total, test scores for both pre- and post-tests were reported for 403 students.

As reflected in Table 34, the ESL students exhibited a mean gain in all areas measured by the OLÉ assessment.

These data suggest program success in all areas measured by the OLÉ. Another indication of success is the finding that the students, on an average, increased their vocabulary by 22 words. This represents a 36% increase in the vocabulary of students.

Students spend an average of 49.4 hours per student in the ESL Program. The average student participating in the ESL Program met the stated objective.

TABLE 34

Results of Oral Language Evaluation

	SV	SVO	SVC	EVS	SV100	M	C	TOTAL WORDS
X Pre Test	2.0	1.7	.4	.8	.08	1.4	.9	38.9
X Post Test	3.5	3.3	.9	1.0	.20	2.9	1.4	61.0
X Gain	1.5	1.6	.5	.2	.10	1.5	.6	22.1

403 students were included in the sample, with an average of 49.4 hours of instruction.

EARLY CHILDHOOD COMPONENT

The operation of migrant preschool (Early Childhood) programs is facilitated by law, which in part states:

> P.L. 93-380, Sec. 112,(a)(1)(D)
> "...that, in planning and carrying out programs and projects, there has been adequate assurance that provisions will be made for the preschool educational needs of migratory children of migratory agricultural workers or of migratory fishermen, whenever such agency determines that compliance with this clause will not detract from the operation of programs and projects described in clause (A) of this paragraph after considering funds available for this purpose."

The first pilot FMCCP Early Childhood program was conducted in 1971. In a report by the Institute for Development of Human Resources, who conducted this pilot, the following was said:

> "The major objective of this compensatory program was to maximize the educational potential of the child and to increase the probability of a successful educational experience in the public schools. The following considerations were included in the curriculum design:
>
> 1. A language-oriented program to bridge the gap between home and school oral language;
> 2. A task-oriented program to increase the child's ability to solve problems at his particular state of intellectual development;
> 3. An experience-oriented program to assure opportunities relating to school and the larger community, and expanding his knowledge beyond the immediate home environment;
> 4. A social-emotional development program conducive to growth in self-esteem; and

5. A health and nutritional program to enhance physical well-being necessary for the realization of a total life program."

After conducting this pilot program, the institute stated in its conclusion section:

> "...there is every reason to believe that if this program were continued that these children would show continued growth in language and cognitive skills which will provide increased opportunity for them to compete successfully with non-migrant children in the regular school program..."

The FMCCP conducted Early Childhood programs for children of migratory farmworkers ages 3, 4, and 5 until FY '76. At this time, the State of Florida mandated that state kindergarten services would be provided for 5-year old children. The FMCCP, therefore, now provides all-day preschool (Early Childhood) services for 3 and 4-year old migrant children and places the 5-year old kindergarten children in the Language Arts Program.

The curriculum for 3, 4, and 5-year olds consists of a combination of A Handbook for Teachers of Three, Four, and Five Year Old Migrant Children and a formative evaluation package titled An Observational Checklist--Objectives and Criteria for Successful Completion of Objectives by Age Levels. This curriculum was developed and field tested by the FMCCP staff.

The objectives for the FMCCP Early Childhood Component for FY '77 were stated in the State Plan as follows:

GENERAL OBJECTIVES

The Migrant Early Childhood Learning Program (MECLP) is designed to provide a nurturing, stimulating, exploratory environment for the total individual development of the young child through the following objectives:

A. Health

1. MECLP teachers shall work cooperatively with Supportive Services personnel to insure that migrant students are provided with:
   a. medical examinations as required and treatment as needed for school enrollment
   b. visual, auditory, and dental examinations and follow-up treatment as needed
   c. emergency medical care (including dental) when needed
   d. necessary immunizations
2. MECLP teachers shall teach their migrant students good health and hygiene habits.

B. Language Development/Communication Skills

To provide individual learning activities for the duration of the preschool program through which each migrant child will experience success in the language development and communication process skills:

1. appropriate learning activities designed to enhance verbal and non-verbal communication skills.
2. activities to meet the needs of children whose primary language is not standard English.

3. provision for corrective speech and hearing measures as necessary and where possible.

C. Social and Emotional Development

The migrant child through personal involvement will:

1. develop positive concepts about his/her own abilities to create and learn.
2. adapt his/her individual emotional make-up to his/her social environment.
3. develop his/her strengths and cope with his/her limitations.
4. identify with and appreciate his/her cultural heritage.
5. become acquainted with people of different cultural background, sex, race, age, and economic status.

D. Motor Development

1. As a result of physical activities, the migrant child's sensory motor perception will improve and grow in accordance with the developmental stages of the child.
2. Provision should be made for screening and/or referral of children with <u>suspected</u> motor or perceptual problems so that remediation can begin when the child is of an appropriate age.

E. Parental Involvement

To assist in providing a program that will involve migrant parents in a variety of settings. (Effectiveness will be measured by the extent of participation as recorded by the Supportive Services Component.)

F. Other Basic Academic Skills

To provide specially designed programs in the academic disciplines (language arts, mathematics, social studies, and other academic endeavors) that will increase the migrant child's capabilities.

G. Evaluation

1. Children's developmental needs will be assessed through the use of the Early Childhood Assessment Kit and the Observational Checklist which will be provided by the Florida Department of Education, Migrant Section.
2. Children will be pre-tested on age level with the above instrument within two to four weeks after entry into the MECLP.
3. Children will be post-tested near the end of the school term on the level which was used for formative purposes at entry into the MECLP during the current school year.
4. Children whose native language is Spanish and who, because of a language barrier, experience difficulty with the Early Childhood Assessment Kit and the Observational Checklist, may be re-tested in Spanish within one week of administration of the pre-test for diagnostic and prescriptive purposes only.
5. Results from the pre-test will be used for: a) diagnosis and prescription; b) evaluation. Results from the

post-test will be used for evaluation of the MECLP in conjunction with pre-test results from the same year.

EVALUATION RESULTS

The Early Childhood Program served 3823 preschool migrant children between the ages of three and four in FY '77. The performance objectives and evaluation results are displayed in Table 35.

TABLE 35

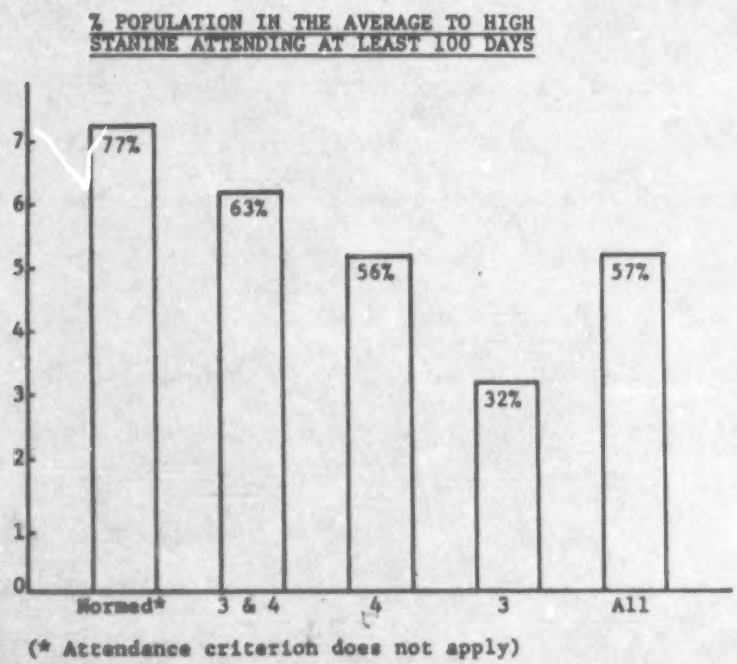
ECH PERFORMANCE OBJECTIVES VS. EVALUATION RESULTS

Performance Objectives	% Meeting Evaluation Objective (Using the Metropolitan Readiness Test--1976 version)*
A. Having benefited from the ECH Learning Program for at least 100 days per year as a three and four year old, 75% of the students entering the first grade will show ability to perform at first grade level.	63 N = 160
B. Having benefited from the ECH Learning Program for at least 100 days per year as a three year old, 50% of the students entering first grade will show ability to perform at a first grade level.	32 N = 25
C. Having benefited from the ECH Learning Program for at least 100 days per year as a four year old, 40% of the students entering first grade will show ability to perform at a first grade level.	56 N = 189

* The test population labeled as "ready" for the first grade were those migrant children falling into the 7-9 Stanine or in the average to high range.

The results given in Table 35 for Objective A indicate that approximately 63% of the migrant children tested, who met the attendance criterion of at least 100 days per year as a three and four-year old, fell into the range between average and high (4 to 9 Stanine) on the MRT 1976 edition. For Objective B in Table 35, 32% of the children tested having 100 days of preschool as a three-year old fell into the range between average to high. Finally, for Objective C, 56% of the children tested with the same attendance criterion as a four-year old fell between the average to high range. When the total population of tested subjects are compared with the normed population, it is indicated that 57% of the migrant children tested were "ready", as compared with 77% as given in the normal distribution for the MRT 1976 edition (Figure 6).

Figure 6.



(* Attendance criterion does not apply)

SUPPORTIVE SERVICES COMPONENT

The Supportive Services Component of the Florida Migratory Child Compensatory Program (FMCCP) is one of the main vehicles to provide educational services. The Federal Regulations provide for such services; they are as follows:

> 116.35 Supportive Services
> (a) General. A State Education Agency or its designated operating agency may provide health, welfare, and other supporting services under this part, but only to the extent necessary to enable eligible school age and preschool children to participate effectively in instructional services.

The State guide for Supportive Services in the FMCCP was spelled out in the State Plan as follows:

I. RATIONALE

The learning experiences of the child are affected not only by what takes place in the school setting, but also by influences outside the school. The migrant child's education and environmental experience are often interrrupted during the school year. Therefore, to support the educational programs provided in the school setting, assistance above and beyond that normally provided is needed to insure that children are identified and that their educational, social, health, and psychological needs are met. It is also essential that those

educational and health services provided to children are entered into the Migrant Student Record Transfer System so that continuity of service can be maintained as these children travel.

II. GENERAL OBJECTIVES

The general objectives of this program are to:

A. Insure the identification of migrant children and verify their status.

B. Collect, process, and maintain MSRTS information on all eligible children and transmit that information to the National Data Bank.

C. Assist migrant families in obtaining needed health and social services for their children through the utilization of available community resources.

D. Involve migrant parents and other community members, in cooperation with program personnel, in the educational process of migrant children.

The staff of the Supportive Services Component includes clerks, social educators, community health workers, and terminal operators. The vital process of identification and enrollment is the shared responsibility of all Supportive Services personnel. However, the records clerks, social educators, and terminal operators have primary responsibility for this process. The social educators and community health workers are responsible for arranging medical and nutritional services. Table 36 exhibits a summary of the many services rendered.

TABLE 36

SUPPORTIVE SERVICES HEALTH SERVICES

1976-77 School Year

SERVICES	TOTALS	SERVICES	TOTALS
Glasses	183	Pediculosis Check	712
Hearing Aid	3	Physicals	2086
Tooth Extraction	88	Referrals	360
Vision Screening	2733	Partial Dentures	1
Eye Exams	186	Repair of Partial	1
Hearing Screening	3174	Blood Pressure	157
Hearing Exams	93	Physical Follow-Up	74
Dental Screening	797	HB/HCT	74
Dental Exams & X-rays	289	Urinalysis	261
Immunizations	1403	Sickle Cell	54
Hearing Aids	2	Out-Patient Services	13
Dental Filling	377	Prescriptions	273
Dental Extractions	476	In Hospital	9
T.B. Test (PPD)	195	Lab Work	89
Height & Weight	767	Orthopedic	4
X-rays	78	Glasses repaired	6
Head Lice	85	Audiometric	13
Eye Infection	8	Speech	50
Broken Limb	4	Flouride	245
Medical Referrals	151	Welfare Aid	1869
Colds, etc.	50	Scabies	43

STAFF DEVELOPMENT

Staff development in the FMCCP takes place at many levels. This is considered one of the most educationally important investments in the delivery of services to migrant children. The general thrust of these activities is to:

1. Create and maintain intrastate and interstate educational continuity for the migrant child.
2. Develop special subject skills.
3. Develop an understanding of the culture of the migrant child and use this knowledge to enhance the affective areas of self-concept.
4. Develop good administrative and managerial practices.
5. Develop and implement summative and formative evaluation.

The State Plan specified the extent and types of preservice and inservice activities and subjects that must be minimally covered by each component. These designations may be listed as follows:

EARLY CHILDHOOD COMPONENT

Preservice and Inservice Training

A. Based on an assessment of needs, a coordinated program of preservice and inservice training will be planned statewide, region-wide, and locally for all Early Childhood teachers and assistants.

B. County and regional staff will accompany their project with a yearly calendar for preservice and inservice training.

C. Agenda for county preservice and inservice training should be provided to the Regional Evaluator.

D. The Regional Offices will assist in providing the means of evaluating the preservice and inservice activities.

LEARN & EARN COMPONENT

Preservice and Inservice Training

Because of the unusual combination of instructional areas coupled with community relations (such as with employers), it is anticipated that both extensive preservice and inservice training of both teachers and aides will be necessary.

A. Preservice Training - Preservice training will include (but will not be limited to) the following:

1. Orientation to Learn and Earn Program concepts.
2. Record keeping, including MSRTS and required evaluation data.
3. Orientation to district and school regulations and procedures.
4. Working effectively with disadvantaged students.
5. Specific training in teaching Learn and Earn module areas.
6. Employer/community relationships.
7. Communication.
8. Orientation to the FMCCP.

9. State child labor laws and rules.

B. Inservice Training - Inservice training will include (but will not be limited to) the following:

1. Extension of each area listed above.
2. Changes or additions to programs or materials.
3. Sharing successful experiences.

LANGUAGE ARTS COMPONENT

Preservice and Inservice Training

A program of preservice and inservice training will be planned and conducted in each district's master plan and in the project's inservice calendar.

The preservice and inservice program will include training in the following:

A. Overview of the migrant program including specific Language Arts guidelines and procedures.

B. Techniques for the diagnosis of language deficiencies and reading difficulties.

C. Techniques for the development of language acquisition and the remediation of reading difficulties.

D. Materials appropriate for diagnosis of language deficiencies and remediation of reading difficulties.

E. Tutorial techniques.

F. Life style and cultural backgrounds of migrant students.

G. Migrant Student Record Transfer System.

H. Interpersonal relations.

I. Techniques of administration of testing instruments.

J. Techniques used by tutorial teachers for training tutors.

K. Development of lesson plans.

OPERATION AND IMPLEMENTATION

Preservice and Inservice Training

The LEA shall see that appropriate preservice and inservice programs are implemented by working cooperatively with the region and state personnel.

Examples of staff development activities may be listed as:

A. FMCCP State Migrant Conference for all staff, conducted September 13-15, 1977.

B. Conversational Spanish for English-speaking teachers of migrant children.

C. State planning session for writing state and local projects.

D. National Migrant Education Conference.

E. Many inservice sessions conducted by the regional offices with county personnel.

F. East Coast Migrant Conference.

PARENTAL INVOLVEMENT

Parental involvement in the FMCCP encompassed many activities. These activites included:

1. Local parent advisory committees
2. Parents employed as aides and supportive services personnel
3. State Parent Advisory Committee
4. Parents as consultants at the FMCCP State Conference
5. Parent volunteers as field trip chaperons

At a meeting held on December 14-15, 1976, the State Parent Advisory Committee met to review the FMCCP State Plan. This committee consisted of 12 parents and nine representatives of professional organizations. The professional organizations are listed as follows:

1. Florida House of Representatives
2. Florida Senate
3. Florida P.T.A.
4. Association of Superintendents
5. School Board Association
6. University system
7. Community college system
8. Two teacher's unions

This meeting produced many recommendations which were submitted to the State Administrator of Migrant Education. Among the recommendations were the following topics:

1. Support of full funding under P.L. 93-380 of three and four-year old migrant children
2. Development of an FMCCP Parent Advisory Council Handbook
3. Legislature visits to migrant homes
4. Organization of a Parent Advisory Council system at the local, regional, and state level
5. Use of more parents as program personnel
6. Reinstating the extended day in preschool
7. Teaching parents to use audio-visual equipment
8. Seeking better enforcement of child labor laws
9. Sending an invitation to the First Lady to visit the FMCCP Early Childhood programs
10. Development of inservice and preservice workshops for migrant parents and paraprofessionals in migrant education by the university system
11. More integration of life styles in regular classrooms to increase peer group respect and improve the self-concept of the migrant child

A position paper was written by Dr. Gerald C. Burke, PhD. on the above-mentioned topics. Dr. Burke is a council member who is a representative of a teacher's union.

APPENDIX A

FMCCP 1-5-3

Date Entered in MSRTS_____

IDENTIFICATION FORM
FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

County_____

Please Print

I. PARENTS

_____
Father: last name, first name

_____
Mother: last name, first name

II. GUARDIANS

_____
last name, first name

_____
last name, first name

III. Where did you move from? _____
state county

IV. Why did you move there? _____

V. What kind of work did you do there? _____ _____
father mother

VI. From what month to what month did you live there? _____

VII. Why did you move here? _____

VIII. Date of arrival in county _____

IX. What kind of work are you doing here? _____ _____
father mother

X. Did your children move with you? ____ ____ ____ ____
Yes No All Some

XI. Did your move cause an interruption in your child/children's education? ____ ____
Yes No

XII. List all the children who traveled with you:

Status	Name (last, first, m.i.)	Sex	Birthdate	V	Birthplace (city, co., state)	School	Grade

XIII. I certify that the above information is true and give my consent for my child/children to be served by a migrant program which includes enrollment in the Migrant Student Record Transfer System which has been explained to me.

_____ _____
Signature of Parent or Guardian Date Signature of Interviewer Date

Address: _____ Homebase: _____
city state

_____

Based on the above information, I certify that the child/children listed meets/meet the definition of Migrant as defined by P.L. 93-380.

_____ Eligibility Period: Date _____ to _____
Signature of County Coordinator Date As a current migrant

Date _____ to _____
As a former migrant

INSTRUCTIONS FOR IDENTIFICATION FORM

SECTION I: Enter the father's and mother's names in these spaces (last name first).

SECTION II: If the children are living with someone other than their parents, enter their names in the spaces provided (last names first).

SECTION III: Enter the state and county from which the parents or guardians moved. If the move was from within Florida, enter county only.

SECTION IV: State the reason the family moved to that state or county. Example: to pick tomatoes, visit grandmother, fish, etc.

SECTION V: State the specific type of work the parents or guardians did in that state or county. Examples: picked tomatoes, picked corn, commercial fishing, etc

SECTION VI: Enter from what month to what month the family was living and working in that state or county.

SECTION VII: State the reason the family moved to Florida. Example: to pick oranges, construction, to visit friends, etc.

SECTION VIII: Enter the date the family arrived in this county.

SECTION IX: State the specific type of work the parents or guardians are presently doing.

SECTION X: Indicate whether the children traveled with the parents or guardians by checking "yes" or "no." Also indicate whether all or some of the children traveled with the family by checking "all" or "some."

SECTION XI: Indicate by checking "yes" or "no" if the move caused an interruption in the children's schooling.

SECTION XII: List the names of all the children that traveled with the family in the chart

Status - place one of the following numbers to the left of the child's name to indicate his/her status.

1 - current inter-state migrant
2 - current intra-state migrant
3 - former migrant
4 - current inter-state fisherman
5 - current intra-state fisherman
6 - former migratory fisherman

Name - State the last name first, first name, then middle initial.
Sex - Enter an "M" for male and an "F" for female.
Birthdate - Enter numerically the month, day and year the child was born.
Verification - Indicate how the birthdate was verified: B - Birth Certificate, D - Document (Bible, Baptism papers, etc.), O - Other, N - None.
Birthplace - Give the city, county and state where the child was born.
School - Enter the name of the school where the child is or will be enrolling.
Grade - Enter the grade level placement of the child. Example: PK3, PK4, PK5, or 1 through 12.

SECTION XIII: This section must be signed by both the parents or guardians of the children and the interviewer. Enter the parent's or guardian's current address. Also enter the child/children's homebase city and state.

After the form is completed, the county coordinator must sign the certificate indicating the eligibility status of the child/children.

Fill in the period the child/children will be eligible for service as a current migrant or as a former migrant.